

Routing form for General Education Program Course approval.

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| Department Approval | |
| <u>Yogesh Grover</u> Department Chair | <u>Feb 11</u> Date |
| <u>ygrover@winona.edu</u> e-mail address | |
| Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No* | |
| <u>M. G. M.</u> Dean of College | <u>2-11-14</u> Date |
| *If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee. | |
| GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved | |
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| A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved | |
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| Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved | |
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| Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved | |
| | |
| Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved | |
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| Please forward to Registrar. | |
| Registrar Date entered | Please notify department chair via e-mail that curricular change has been recorded. |

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Global Studies & World Languages Date 2/10/14

French 202 Intermediate French II 4
Course No. Course Name Credits

Prerequisites French 201

GEP Goal Area(s):*

CORE GOAL AREAS

- ☐ Goal 1: Communication
☐ Goal 3: Natural Science
☐ Goal 4: Mathematics/Logical Reasoning
☐ Goal 5: History and the Social and Behavioral Sciences
☒ Goal 6: The **Humanities** and Fine Arts

THEME GOAL AREAS

- ☐ Goal 7: Human Diversity
☒ Goal 8: Global Perspective
☐ Goal 9: Ethical and Civic Responsibility
☐ Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

- ☐ Intensive:
- ☐ 1. Writing
 - ☐ 2. Oral Communication
 - ☐ 3. a. Mathematics/Statistics
 - ☐ b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a ***General Education Program Approval Form***.

Department Contact Person for this Proposal:

Dr Timothy Frisk 457-5669 tfrisk@winona.edu
Name (please print) Phone e-mail address

[Revised 9-6-11]

GEP CATEGORIES REQUESTED

Goal 6: The Humanities and Fine Arts

Application for French 202 Intermediate French II to satisfy Goal Area 6: The Humanities and Fine Arts

Note: Course already approved to satisfy Goal Area 8: Global Perspectives

WSU GEP Goal Area 6: Goal and Student Competencies and Documentation:

Goal: To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Students will be able to:

- Demonstrate awareness of the scope and variety of works in the arts and humanities;
- Understand those works as expressions of individual and human values within an historical and social context;
- Respond critically to works in the arts and humanities;
- Engage in the creative process or interpretive performance; and
- Articulate an informed personal reaction to works in the arts and humanities.

COURSE OUTLINE

This class is designed for students who have successfully completed Intermediate French I (French 201). A knowledge of the tenses, spoken and written, is required. The class will continue to focus on training students in these four language skills--speaking, listening, reading, and writing with a gradually increasing emphasis on

This course will cover the following topics:

Major Topic 1: Future, Conditional Pluperfect tenses and the verb: *devoir*.

Reading Topics: In the beginning, *La chanson de Roland* (passages in modern French) the nature of the epic, notions of the individual in a group, a society and a nation.

Major Topic 2: Relative Pronouns and Demonstratives.

Reading Topics: The *lais of the Laustic* by Marie de France, the idea of romantic love, women in society. *La ballade des pendus* by Villon, compassion, brotherhood and forgiveness as eternal values.

Major Topic 3: Subjunctive.

Reading Topics: Rabelais, Montaigne, Moliere and La Fontaine. Selected passages from these writers expressing ideas about human nature, tolerance of others, and the individual in society.

Major Topic 4: Possessives and Prepositions.

Reading Topics: *Micromegas* by Voltaire. We will discuss Voltaire's use of the philosophical story and his idea of the writer's mission in society. The changing notion of the writer's role can be extended to other authors and times.

Major Topic 5: Passive Voice, Present Participle, and Causative Constructions.

Reading Topics: Poems from the greats of the Nineteenth Century: Victor Hugo, Baudelaire, and Rimbaud with an eye to their notion of the poet in society- seer, leader or outcast.

Major Topic 6: Review

Reading Topics: Literature, Songs and Cinema.

French 202 Student Competencies Documentation:

Students who successfully complete this course will be able to:

1. communicate (speak, listen, read and write) in French at the related ACTFL Level, demonstrating an ability to negotiate face to face interactions as well as other formal and informal cultural contexts;
2. explain and discuss the cultural and social situation in France;
3. discuss the changing role of women in French society;
4. discuss politics and social classes in French and the francophone world;
5. analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry;
6. describe and discuss the experience and contributions (political, social, economic, etc.) of the many cultures that comprised the French colonial system;
7. discuss the diversity of the cultural scene today and the contributions to it from various sources;
8. express an opinion concerning how language, what makes us unique among the primates, influences us as individuals, societies and cultures.

STUDENT COMPETENCIES, LEARNING OPPORTUNITIES, & ASSESSMENT PLAN

| Student Competencies | Learning Activities & Opportunities | Assessment Plan |
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| <p>Students will be able to:</p> <p>Demonstrate awareness of the scope and variety of works in the arts and humanities.</p> | <p>Students will identify, describe and react to a wide variety of works of art, architecture and literature, including newspapers and other media.</p> | <p>Assignment: In addition to assignments from the workbook, students will write a short essay in French, chosen from among topics suggested by the text.</p> <p>Example: Write an essay about the changing notion of the hero in two works of art from different periods.</p> |
| <p>Understand those works as expressions of individual and human values within a historical and social context.</p> | <p>Students will describe and analyze works of art, architecture and literature from throughout the target culture within the works' historical and cultural contexts., and discuss system of values concerning women and minorities.</p> | <p>: Readings about women and minorities, written by women and members of a minority.</p> <p>Example: An essay to compare and contrast the conception of the poet's role in different times.</p> |
| <p>Respond critically to works in the arts and humanities. Think about the role of language: how it makes us individuals, members of a class, a society.</p> | <p>Students will read passages, poems, essays that ponder the basic questions concerning what makes us human beings.</p> | <p>Assignment: Compare the work in the original French with its rendering in modern French.</p> <p>Example: Compare medieval French with modern French. We did French change little in comparison with the big changes in English?</p> |
| <p>Engage in the creative process or interpretive performance.</p> | <p>Students will write creative compositions and engage in group situational performances, skits, and presentations.</p> | <p>Assignment: Students will be asked to compose skits that express the concerns and quandaries of French-speaking people today.</p> <p>Example: Role-play a discussion between Marie de France and a student today concerning notions of love.</p> |

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| <p>Articulate an informed personal reaction to works in the arts and humanities.</p> | <p>NA</p> | <p>Assignment: Weekly short essays. Assignment: What is the relationship between any work of art and the individual? Proust wrote that <i>Chaque lecture est une lecture de soi meme.</i></p> |
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